

Facilitating factors in programme renewal: Faculty's perspectives

Jennifer Yamin-Ali

School of Education, The University of the West Indies, St. Augustine, Trinidad and Tobago

This paper examines the process of change in curriculum planning at a higher education institution involved in teacher education and sought to find out what were the facilitators in a change process in the given context. The theoretical framework that guides the study is Fullan's (1991) change management theory. This study falls within the qualitative research paradigm. It is a descriptive, intrinsic, case study with embedded units. The case reflects teacher educators' experiences at one teacher education institution in a developing country. Twenty-one teacher educators of varying years of experience comprise the embedded units. The intention is to better understand the current perspectives and experiences of these participants with a view to drawing conclusions about implications for change management for the institution as a provider of teacher education. While there were many potential barriers and challenges as well as possible tensions in the change process, staff also recognised that there were elements that facilitated the success of the process. Findings revealed that the main facilitators of programme renewal that emerged for the teacher educators fell under the broad categories of staff attitude, use of consultation and collaboration, leadership and management of the process, external factors, and capitalising on institutional strengths.

Keywords: Programme planning; teacher education; teacher educators; change management; curriculum planning

Introduction

This paper examines the process of change in curriculum planning at a higher education institution involved in teacher education. Most of the faculty were recently engaged in a three year long process of renewal of one of the institution's major programmes – the postgraduate Diploma in Education (Dip. Ed.) for secondary school teachers. The programme provides in-service initial professional development for teachers and administrators in the secondary school system of Trinidad and Tobago. Stakeholder input garnered through research conducted by some of the faculty, as well as broader university policies regarding the benefits of blended learning, propelled the decision to renew the programme.

The proposal for redesign introduced major changes which required new ways of thinking by the staff. The conceptual underpinning was revisited, and consequently new assessments and practices were introduced.

Faculty meetings to discuss changes to the programme began in December 2013 and continued up to February 2015. The proposal approval process began in March 2015 and the programme was finally approved in June 2016. Staff who were involved in the programme had been engaged in a series of group meetings with periodic reporting.

The change process was managed by the programme's coordinator. While there were many potential barriers and challenges as well as possible tensions in the change process (Stark & Lattuca, 1997; Innes, 2004; Mortimer & Sathre, 2007; Yamin-Ali, 2016), staff also recognised that there were elements that facilitated the success of the process. Significant to the focus of this study is the view postulated by Tierney (1989) that postmodern curriculum development focuses on the relationships involved in the process of creating curriculum. However, researchers and practitioners acknowledge the value of resources and organizational culture in enhancing creative input which is seen to be essential to innovation.

This case study builds upon work done by Cohen, Feters and Fleischmann (2005), Hyun and Oliver (2011), and Carter and Halsall (2000) as it captures the perspectives of one group of teacher educators who were engaged in programme renewal, adding to the literature on effective change process.

Rationale of the Study

Academic programme renewal is an example of change in an institution. The fact that the outcome of the change process was a revised programme despite inherent challenges, barriers and tensions is indicative that there were factors that did facilitate the process. Inasmuch as this institution was established in the mid 60s and that there has been a turnover in academic staff, an examination of the elements that facilitate the change process would be useful for future programme planning and even systemic planning. A study done at this same institution (Yamin-Ali, 2012) highlighted some outcomes from programme development realised in 2010. What emerged from that study was the need for new ways of viewing the role of the institution itself as well as the need for improved strategic planning and the infrastructure to enable such planning. Developing that new programme unearthed strengths among staff members and discovered growth potential through collaboration and institutional self analysis. This current study sought to build on the findings of Yamin-Ali (2012; 2016) in order to highlight institutional strengths that could prove useful for future institutional change initiatives that would potentially impact change implementation, continuation, and outcome. The 2016 study focused on issues and challenges of the programme renewal experience referred to in this study.

Objectives of the Study

The objectives of this study were to find out what were the facilitators in a change process in the given context and to draw conclusions and identify implications for the institution as a provider of teacher education through analysis of the current

perspectives and experiences of these participants (Stake, 1995).

Research Questions

1. What were the factors that teacher educators regarded as having facilitated the programme renewal process?
2. What are the implications for the change management process at this institution?

Significance of the Study

Apart from Yamin-Ali's 2012 and 2016 studies, there were no other studies found on change process at this institution. With changes in academic staff and in the leadership of this institution, as well as changes in the local environment socially and politically, some contextual indicators of factors that could facilitate change could inform the leadership and management of this institution with regard to change management.

Soliciting and analyzing the perspectives of the teacher educators who were engaged in the programme renewal is significant to the reality of the change process. Whereas only three of them had teacher educator certification, all function in the role of teacher educator. They are all instrumental in the strategic positioning of this institution. Their experiences and views of the programme renewal experience are a fundamental source of information regarding the change process. Findings from data gathered from their feedback could also contribute to their self analysis and eventually their professional growth.

Furthermore, there is a dearth of literature on change management and the change process in the context of teacher education and from the perspective of teacher educators. If, as is commonly said, teachers are the backbone of society, then teacher educators' opinion on how to bring about change at the teacher preparation level is of supreme importance.

Literature Review

The literature provides examples of what might enhance the 'theories in use' referred to by Fullan (2006) who contends that in order to become successful 'theories in action,' one must consider the conditions under which continuous improvement will be realised and focus on how to change cultures. Further to advocating theories in action, Fullan (2011) proposes that the development of individuals should be in the context of a culture of building social capital, thereby enhancing the overall strength of an institution's capacity to change. " 'Whole system reform' is the name of the game and 'drivers' are those policy and strategy levers that have the least and best chance of driving reform" (Fullan, 2011, p. 4).

This study is guided by a theoretical framework based on Fullan's (1991) concept of the change process.

Fullan (1991) views every stakeholder in the educational change process as a change agent. He proposed that there are four broad phases in the change process:

initiation, implementation, continuation, and outcome. Fullan and Stiegelbauer (1991) stated that when considering change each stakeholder should think about need for change, clarity about goals and needs, the extent of change required by those responsible for implementation, and the quality and practicality of the programme being considered.

Continuation is dependent on the extent to which the change is institutionalized, whether it can be supported by staff who are competent and committed, and whether there are procedures to support the continuation. Further, a successful change outcome is determined by active initiation and participation and continuous interaction with the innovation and with the environmental changes that emerge as a result of it including pressure, support and negotiation, improvement in skills, thinking, and commitment. Ownership is a crucial determinant of outcome (Fullan, 1991).

Fullan's (1991) guiding notions for successful change include the notions that people learn about the innovation through their interactions with the innovation and with others in the context of innovation and that deep ownership comes from full engagement in solving problems. Personal change, viewing conflict and diversity as opportunities and emotional intelligence and collaborative cultures are also key elements in the change process.

The study is undergirded by Fullan's (1991) initiation \Rightarrow implementation \Rightarrow continuation \Rightarrow outcome model. Each sub-section of the literature review deals with elements that are pertinent to each phase of the model. It must be noted that the phases are not necessarily linear.

The impact of the external environment could lead to the decision to *initiate* planning. On the other hand, an internal factor such as the leadership of an institution or of a department could lead to such a decision. While other internal factors such as staff attitude and the ability to consult and collaborate are essential to the *implementation* of the programme planning phase, an outcome could be that these factors might be diminished or enhanced through the programme planning experience. *Continuation* of the planning activity could be facilitated once leaders maximise the existing social capital of the institution. *Outcomes*, a change process phase identified by Fullan (1991), may occur during any other phase of the process since growth, a desirable outcome, does not occur only at the end of an entire activity but is continuous.

Organisational strategic planning usually calls for environmental scanning which gives some stimuli to direct planning. Sometimes, the external environment can kick-start this scan automatically, without being initiated by the institution. In fact, an external phenomenon might well propel a scan for further feeds into potential change. Aguilar (1967) defines several ways of scanning, including surveillance mode which is indirect without specific purpose, conditioned viewing which may likely be a search for specific information, and informal and formal searches. Information which might inform change includes customer information, competition information, regulatory factors and socio-cultural factors (Auster & Choo, 1993). Carter and Halstall (2000) in their study on change management

in higher education reports that in some circumstances, external influences were successfully employed by project teams to promote their work. The change environment, they said, was used as a 'tail wind' which facilitated development and adaptation. In their estimation, such winds can rise from gusts to hurricanes. The impact of the environment, as Sadler (1995) explains, can result in new ideas or can be seen as an opportunity to be proactive.

However, the nature of the internal environment, that is, of the institution itself, plays a role in the success level of the change process. A factor such as staff attitude is a key example of this internal environment. Staff attitude to any project or plan is a major determinant of its success or failure since the individual is seen to be an important element in the change process (Lashway, 1997; Seymour, 1998). 'Buy-in' ought to at least begin with a positive attitude to change. Dominant mores in academic organisations can easily be the spoke in the wheel of innovation and change (Fairweather, 1996). Similarly, negative mind-sets can stifle the motivation that generates creativity (Flynn, Dooley, O'Sullivan & Cormican, 2003). The value of motivation lies in its potential to creatively generate ideas to arrive at specific solutions and to explore a wide array of ideas and suggestions from which one may sift appropriate solutions (Majaro, 1991). Additionally, as Proctor (1999) points out, ideas do not occur by serendipity as suggested by Majaro (1991), but they occur to people who are sufficiently curious to search for new ideas that complete a puzzle. Any context of innovation is necessarily a context of learning in which, according to the 'Stages of Learning' model presented by Buckler (1996), the learner must be motivated to expend the necessary effort. From a position of ignorance, the learner must be motivated to move to awareness, understanding, commitment and enactment, which are followed by reflection. Perhaps what drives the motivation and the will to change might be faculty's embracing of curriculum change as a shared responsibility. In a study conducted by Hyun and Oliver (2011), the curriculum team members' sense of community and connectedness to one another were found to contribute positively to the review process. It was their commitment to the institution that drove their continued involvement despite challenges, as well as their connectedness to one another. Loyalty to the institution and the willingness to cooperate were also evident in Toma's (2005) study. Identification of oneself as a member of a team was another contributory factor in the sense of connectedness (Bensimon & Neumann, 1993). Hyun and Oliver (2011) report that the group in their study appeared to respect, have concern for and appreciate one another, which they concluded are characteristics of a true team. If the leadership of an organisation knows how to harness these qualities, an institution could derive great benefits.

Another factor in the internal environment is leadership. It is more commonly viewed from the broad perspective of an institution or an organisation. Certain traits have been seen to be valued in effective leadership. Some of those are emotional intelligence and a consultative and collaborative style that supports academics to perform effectively (Bryman, 2007). This is supported by Hofmeyer, Sheingold, Klopper and Warland (2015) in whose research the participants stated

that individuals with formal leadership responsibilities had significant influence over the culture and the power to determine how teaching workloads were allocated. This could be seen as one aspect of transformational leadership since one of the five major characteristics of the Kouzes and Posner model (1987) as presented by Lucas (1994, p. 59) is 'enabling others to act'. It is through translating innovative ideas into actions, according to Lucas (1994, p.59) that individuals are empowered to act, and it is through an understanding of the intricacies of the micro-politics of an institution that a leader develops the ability to manoeuvre skilfully towards creating a vision and achieving desired goals (Baldrige, 1971).

For the purposes of this research, leadership is also being viewed in the context of programme planning. In such a context, the person who leads this process would necessarily take into account the politics of the organisation (Cervero & Wilson, 1994, 1996). According to Yukl, Lepsinger and Lucia (1992), the leader of today must use a variety of appealing strategies to get the job done. Successful leaders "typically present a clear and inspiring vision that appeals to the values, ideas and emotions of subordinates" (pp. 418-419). Since organisations are constituted of people, a leader would need to have both the personal qualities and skills to enable growth in others. Corning (2002) outlines those as interpersonal skills, empathy, flexibility in planning, decision-making, negotiation and futuristic thinking. To add to this, emotional intelligence is suggested by Prosser (2002), while the ability to listen, build an atmosphere of trust and respect, and the ability to collaboratively conceptualise goals are highlighted by Spears (1995). The aforementioned are seen to be qualities of the servant leadership model (Greenleaf, 1998; Lucas, 1999) which focuses on the needs of 'followers' to embrace the stewardship role of the leader (Prosser, 2002; Spears, 1995).

Carter and Halsall (2000) report on an experience of managing change in one organisation and underline the value of the "idea champion" as espoused by Chakrabati (1974) and Mintzberg (1994), and highlight the benefits of using project managers who were insiders and "who were already established and respected...in a position to make the most of their own established networks and aware of key political pressure points and internal decision making processes" (p. 332).

Change management has been described as "messy and imprecise" by Plant (1995, p. 11) and as "the science of muddling through" by Lindblom (1959, p. 155). Part of the reason for this challenge lies in what Fullan (1991) describes as the need for change managers to "be open to the realities of others: sometimes because the ideas of others will lead to alterations for the better in the direction of change, and sometimes because the others' realities will expose the problems of implementation that must be addressed" (p. 96). Generally, the potential 'ad hoc' of idea creation has to be harnessed, moving from the environmental scanning which includes hunches and brainstorming, to the generation of ideas (Flynn et al., 2003) earlier described by Kao (1989). Ideas born from the creative output of members of an organisation originate from a combination of their education, skills, experience, imagination and working environment and variation in logic. This points to the practicality of teams to maximise the blend of creativity and logic. However, the

efficiency of team work is not easily realised. Hord and Hall (2015) signal that when groups work well, a significant amount of work can be accomplished efficiently and effectively. In this scenario, “each member feels that their ideas are heard, agreements are made, and participants are satisfied with the results...tasks are clear. Little time is wasted, and most of the time the best ideas are agreed upon” (p. 255). They identify the characteristic of effective teams as including related task talk, clear tasks, majority participation, listening to each other, comfortable climate, some humour and laughter, disagreements and criticisms, expression of feelings and ideas, non-domination of team leader, and decision making out of consensus generally (p. 258). However, it is in the coordination of these features that the success of the teamwork lies. Among the successful strategies employed in the Carter and Halsall study (2000) were consultation through research and formal committee structures. The involvement of all faculty engaged in the process of reform is crucial to management of the reform process (Walkington, 2002), and management of the team must ensure ample staff input. Inherent in this effort is the task of building a culture that welcomes change (Jones, 2002) and of helping to realise the outcomes of the change plan.

Consultation as the driving feature of shared governance is proposed by Hyun and Oliver (2011) who state that “collaboration regarding decision making can have a vast impact on an educational institution’s ability to implement curricular changes” (p. 5). Devising useful ways of engaging staff members is a main part of such governance (Mortimer & Sathre, 2007). Hyun and Oliver (2011) concluded from their research that a co-constructed vision which was collectively shared was a key factor to a curriculum review process. Widespread participation, interdepartmental dialogue and the recursive nature of the process were seen by participants in their curriculum reform case to be instrumental to the overall success.

Lack of attention to details of managing the change effort can result in diminished results. For example, Hyun and Oliver (2011) indicate in their study that one mistake in the change effort was not providing adequate resources to the curriculum team and the process. They comment that faculty serving on the team should have received a course reduction or compensation for their efforts. They advise that for any process such as curriculum reform, resources should be provided upfront instead of relying on a high level of intrinsic motivation.

While practical resources might motivate people, sometimes the greatest resource in any change effort are the people themselves. They are a constant in all the phases identified by Fullan (1991). The standard approach of examining the strengths of an organisation when engaging in strategic planning is one which higher education institutions should not overlook, but should indeed capitalise on. This is well posited by Tidd, Blessant and Pavitt (1997) who explain that while innovation refers to making something new, the concept of ‘renewing’ has to do with optimising what the organisation has to offer. This is supported by Burgelman, Maidique, and Wheelwright (1996), who identify the adaptation, refinement and enhancement of existing products as useful strategies. This idea

was earlier elaborated on by Ven de Ven, Angle and Poole (1989), who saw possible innovations as originating from a recombination of old ideas, and being perceived as new by those involved. Bearing in mind that the success of the change process must be measured within the context of its appropriateness to the institutional environment and culture (Carter & Halsall, 2000), the strength of an institution resides in the ability to look inward and to also examine the external climate from an insider perspective (Carter & Halsall, 2000). It is indisputable that both the internal and external environments determine the success of all the interconnected phases of change. This reality must be kept at the forefront when conceptualising and designing change.

While there is a wealth of literature on change management, recent individual cases of programme planning in higher education do not abound. This study seeks to fill that gap.

Methodology

Context and participants

The programme renewal being examined falls within the context of a School of Education (SOE) which is a department of a Faculty of Humanities and Education of one campus of the University of the West Indies which is a regional university. The SOE's teacher preparation programmes range from undergraduate certificates to Doctor of Philosophy (PhD) programmes and span Early Childhood to Higher Education. It is the oldest tertiary institution compared to many others that have since emerged. As a result, many of its graduates now function in varying spheres of educational provision and management on the islands, including in institutions which are seen to be its competitors. Up to recently, Ministry of Education standards were guided by those of the SOE and the wider university, for example, the requirements to enter teaching at the secondary level. However, currently, there is inclusion of other higher education providers in the dialogue, rendering the SOE, UWI, a player who recognises the need to be strategic.

The sampling for this research was purposive since the research focused on the experience of the renewal process. Consequently, the participants were twenty-one full-time lecturers in varying disciplines on the Dip. Ed. programme. All had taught at the secondary level at some point.

Data collection

Each of the twenty-one participants was interviewed individually by this researcher who is the coordinator of the programme. The interviews were semi-structured and were guided by an interview protocol developed by the interviewer. Each interview lasted between one hour and one hour and 30 minutes. They were conducted after all the renewal meetings had come to a close. The focus of the interview was not only to ascertain the factors that facilitated the process from participants' perspective, but covered a wider range of questions such as the issues and challenges that arose from their perspective, and what they perceived to be outcomes from the process other

than the renewal of the programme. This paper presents the findings regarding the factors that participants regarded as having facilitated the renewal process. Because the interviewer was an insider, it was not difficult to schedule the interviews and participants made themselves available to be interviewed. The familiarity with the experience also facilitated the strategic formulation and inclusion of pertinent questions and issues in the interview protocol and allowed for useful follow-up. Permission was sought from each participant to audio record the interview which was then transcribed and shared with him or her via email. They were invited to check the transcripts for authenticity of representation.

Data analysis

Based on the transcripts from the interviews initial codes were generated, extracted and re-examined for meaning and context, and clustered. Using a process of constant comparison (Glaser & Strauss, 1967; Cohen, Manion & Morrison, 2007) the following five broad categories emerged.:

- Factors external to the institution
- Staff attitude
- Leadership and management of the process
- Consultation and collaboration
- Capitalising on strengths

In the presentation of data, the participants are referred to using identifiers ranging from L1 to L21.

Ethical Considerations

While there might be some concern regarding the ethics of this research because the interviewer was the programme coordinator, it must be noted that lecturers were not compelled to participate, and member checking of the interview transcripts gave them the opportunity to reconsider and/or exclude comments. In addition, the position of programme coordinator is not a hierarchical one achieved through formal promotion, but a responsibility carried out without remuneration. Thus the relationship between coordinator and lecturer is collegial rather than hierarchical.

Limitations

Even though the researcher felt that respondents were open and frank, one recognises the likelihood that the balance of power between the interviewer and the participants could have impacted the nature of their answers (Cohen, Manion & Morrison, 2007). It is possible that respondents might have omitted responses that they felt would not be favourably received.

Findings and Discussion

The factors offered by faculty detailing what they felt helped the renewal process to reach the stage of final redesigned programme, are categorised under the five major themes: factors external to the institution, staff attitude, consultation and collaboration, leadership and management of the process, and capitalising on strengths.

Factors external to the institution

The effort to revise the programme was in part an attempt to adhere to the recommendations of the university quality review team who had suggested that students viewed the programme “as being packed in too short a time with resultant difficulties in internalizing what was learnt and with little, if any, time for reflection”. It suggested that “some consideration could be given to a reduction in the number of assignments or their extensiveness” (UWI Quality Assurance Unit Report, 2013, p. 28).

The Ministry of Education’s insistence on changing the scheduling of the programme was seen to be a propelling force in the renewal drive. In addition, because of the Ministry’s intention to train as many teachers as possible, they were now opening the offering of the diploma to other tertiary institutions. “Awareness of the competition and the need to stay relevant” were two reasons L17 saw for the will to engage in renewal.

Quality assurance initiatives and competition from a plethora of tertiary institutions have forced the university as a whole to respond to the wider social needs more than in earlier years. The environment was certainly a factor in the programme change engaged in by the School of Education and was used as a stimulus to be proactive (Sadler, 1995) and initiate and plan the change, reflecting the report of Carter and Halstall (2000). There is the view that it is the SOE that should be evaluating its own offerings and performance, and should be the body that informs and guides governmental policy-making, and not the other way around. This observation points to the needs for reciprocity and ongoing dialogue as the *modus operandi* of government and university planning.

Staff attitude

The largest number of comments related to the facilitation of the renewal process related to staff attitude. Terms such as “goodwill”, “commitment”, “cooperation”, “passion” and “fantastic team” were used to describe how colleagues viewed one another during the programme renewal experience. There was also the view that there was staff support for the direction in which the Head of Department wanted to go, thus enabling the buy-in required for the effort. Experience of staff in the field of teacher education referred to by L1 as “part of our maturity as a SOE” was also seen to contribute to the success of the effort. Whilst there was the opinion that a facilitating factor was that “the younger members wanted to see the transformation” (L12), a senior member of staff was of the view that “younger ones

have been respectful of the wisdom and experience of the older people”, and that “learning was possible, not necessarily conflictual...[not wanting] the older ones to choke the younger ones” (L1). A mutual respect was evident. Maturity of staff was seen to be a contributory factor in the successful handling of discussions although one senior staff member felt that maybe sometimes attempts to not choke others were not successful.

Some of us may have rubbed others the wrong way but I don't believe the motivation was to do that. It just ended up that way. Sometimes the wrong word was used, the wrong tone was probably produced and it depends on how people deal with these things because [of] sensitivities and so on (L1).

“Maturity” in this case can be said to be the ability to use one's experience and the ability to be sensitive to others in order to temper knee-jerk reactions and to foster collegiality.

That staff wanted a product “of quality” (L17; L5) and recognised that “change had to take place” (L17). Making the programme “relevant to teachers” (L17) was symptomatic of the commitment and passion mentioned earlier. There was “a commitment to making it a better product” (L8). Such commitment translated into the reality that “people had to be on board collectively” (L18). There was the underlying philosophical stance not just of the coordinator of the effort, but of those involved that “people were invested because...[they] believe everybody can change” (L11) and that through the process “eventually the staff sees the value of the whole thing” (L19). Yet, investing in the time and effort was also challenging, but as one person indicated, although there was a serious attempt made to arrive at consensus, the time constraint perhaps did not allow for as much discussion as some would have preferred. However, there seemed to be the willingness to compromise and to “just move on” (L1) and “to really come together ...agreeing and disagreeing and agreeing to disagree” (L20). According L9:

I mean it may be slow in coming but I'm actually seeing steps being put in place to actually move forward and you're not stuck in one spot and going around in circles and keep coming back to that point (L9).

The willingness to compromise in order to move ahead was a great asset in terms of staff attitude. In addition, the commitment of some to act as informal leaders of the process was instrumental, as is expressed by one person: “so we have what we have because there were a few committed people on each team that pulled this thing... together” (L2).

On a more pragmatic note, the notion of self-preservation surfaced as one person felt that “staff were genuinely concerned because it's their livelihood” (L8). If the programme renewal was not successful, there was the possibility that

subscription to the programme would diminish resulting in the concomitant cut in staff.

By and large, it can be said that like teachers, teacher educators feel alienated from policy-making. This research has shown that they are coming to realise that their passion and commitment can fuel the change propelled by policy and by new environmental patterns. Teacher educators' comments reveal that they were committed to the innovation required to advance the Dip. Ed. programme thereby supporting the views of Buckler (1996) that as they innovated, they were learning not just to do, but to be. Ironically, even though universities are perceived by its teaching inhabitants to be lonely places with individuals in their separate silos, the loyalty and commitment that these teacher educators feel towards this institution, and the camaraderie and team spirit displayed, are the key to its past and future successes. Despite the possibilities of incestuous loyalty to the institution and the potential awkwardness of opposing one's seniors, the findings of this research concur with the conclusions of Hyun and Oliver (2011), Toma (2005), and Bensimon and Neumann (1993) who identified some positive characteristics of team work.

Leadership and Management of the process

The overarching responsibility for the programme renewal lay with its leadership. One senior faculty member was able to comment that "Heads are more consultative... the breadth of consultation that I'm seeing now was [not there before]", and that "the Head seeks guidance from groups of staff and the whole staff eventually" and that "decision-making is more consensual than before" (L1). This clearly has implications for the operationalising of plans, as L2 expressed: "the leadership of the institution is important in terms of understanding [the time needed to devote to the task]" (L2).

Many of the comments regarding what facilitated the renewal process centred around the management of the effort. Some recognised that the system's flexibility to lighten the workload of the programme coordinator to concentrate on the renewal was a major contributory factor: "the coordinator was given the time" (L15); "the fact that you had more time available" (L12).

According to one individual, "the approach could not be faulted" (L1). "Management of the process" (L9) was highlighted as a major facilitator of the realisation of the objectives of the renewal. Some saw the coordinator as having played a critical role. They described this role in the following ways: "the process was led effectively" (L11); "someone had to push it...not something you could just leave to evolve" (L13); [the coordinator's] "guidance" (L6); "the coordinator was very organised" (L14); the coordinator's "successive... persistence in pushing it" (L7).

The logistics of managing the process were also commented upon. Deadlines, rigidity, regular meetings, good planning and enabling all to see how the process was unfolding were elements of the management of the process that faculty members saw as facilitative:

“There were deadlines to meet for approval” (L1); “sometimes there had to be a certain autocratic kind of thing but I thought it was expedient and opportunistic” (L1); “regular scheduled meetings” (L10); “you saw stages in the process” (L10); “the planning was good” (L10).

Teamwork was a major factor that stood out in the minds of those involved in the renewal. This feature was a recurring feature highlighted in discussions with the lecturers. They were able to detail how and why the team approach was successful in their estimation:

“Everybody always knew the team they were working on” (L14); “moving from small group to big group” (L9); “big to small to big groups” (L15); “small groups useful to enable some to talk...in the small group you may have a bigger voice” (L9) ; “you accept the democratic process...it’s not about the small group but the big group” (L17); “people had responsibilities...tried to involve everybody...it wasn’t a few select people” (L10); “persons who were given to lead certain tasks were competent” (L11).

From the perspective of the coordinator, this approach was indeed successful and enabled not just the completion of tasks but the ability to arrive at consensus.

The institution’s leadership enabled the change by facilitating the reduction in workload of the programme renewal coordinator (Hofmeyer et al., 2015). In this programme renewal setting, power was devolved to the programme coordinator and staff through consultative decision-making. The fact that the coordinator of the effort was an insider, a colleague, and supposedly one who was trusted and whose passion for the vision for the programme, undoubtedly contributed as a motivator for staff input and perseverance in moving the renewal forward. It was this insiderness that enabled the coordinator to use the varied strengths of faculty members to form work teams to capture the spectrum of ideas (Fullan, 1991), and the useful system of team reporting which necessitated listening and responding. While the coordinator ensured that all voices were heard, perhaps among the staff, the mutual respect and regard for others’ ideas were a reflection of the culture of the organisation notwithstanding the possibility of the existence of a hierarchy according to seniority. Such a hierarchy would have caused the junior members to defer to the senior ones who would have been their lecturers in the past.

Consultation and Collaboration

There was a general feeling that “decision-making is more participatory than before” (L1) and that the process “got a lot of consensual decision-making” and

that “a serious attempt [was] made to arrive at consensus” (L1). Even though the process was time-consuming, and sometimes rushed, there was the sense that “the sharing was...democratic enough...people could get up and talk” (L10) and there was collaboration [through] “academic discourse” (L11). What stood out for some was that there were “opportunities for all to give views” (L12) inclusive of “new staff... with views, ideas” (L13). As one lecturer described the overall approach of staff, “we might make a lot of noise but when we collectively pull it together...the team eventually rallies around” (L21). One person described the process as being “consultative” while “respectful of others’ views” (L1), characteristic of the spirit of collaboration.

Inter and intra team collaboration were the means used to generate and produce ideas and suggestions. That recursive process is reminiscent of the findings of Hyun and Oliver (2011). When it came to arriving at consensus, there were times when it was necessary to take a vote in the interest of expediency. Perhaps the latter could be seen to be a flaw in that people might have preferred more time for deliberation. This is an instance of where university procedures dictate the nature of collaboration and consultation in that time constraints due to the procedures for programme approval impede maximum consideration of some details in the interest of meeting deadlines.

Capitalising on strengths

Bearing in mind that the St Augustine Campus of The UWI was established in 1960, a staff member included the maturity of the institution as contributing to the ability to effect the change. This relates to the experience of some of the staff, and systems, which had been put in place over time to deal with matters of quality assurance in programmes.

The renewal was based on a programme that had been in existence since 1973, and which had many strong features including a reputation for quality despite the notion that it was rigid and somewhat overwhelming. One staff member felt that part of the success of the renewal lay in the fact that we were “drawing from what existed” (L18), referring to the fact that we were building upon a programme that already existed.

A research team had been conducting stakeholder research on the programme. That research was able to feed into its redesign and reconfiguration through presentation and discussion of some of the findings. As one team member commented, “the research was one of the facilitating factors” (L11).

The university’s quality assurance system through its programme approval process was one major contributor to the renewal outcome, through the use of a programme template and inherent requirements. As such, one lecturer observed that one of the facilitators of the renewal process was “the role of the School of Education Curriculum Committee” (L7). This committee critiques any courses and programmes being put forward for approval by the Curriculum Committee of the wider Faculty and thence by the Campus Committee for Graduate Studies and

Research. With guidelines and advice offered on all those levels, programme design and re-design are adequately supported.

Staff are now better equipped to 'renew' what the institution has to offer (Tidd et al., 2007). The SOE, instead of looking inward only, has come to a place in its evolution where it understands the role of the exterior environment in its quest to be relevant. Being innovative was one vehicle to achieving relevance (Carter & Halstall, 2000). The adaptations and refinement of the wider university also played a role in that, because the process involved the entire academic staff, many were seeing for the first time, the intricacies of the quality assurance aspect of programme development. Those intricacies provided a learning platform for faculty to view their courses and programme from a sharper and more educationally holistic perspective, thereby building on their own strengths and those of the wider university systems.

Implications and Conclusion

Building on Fullan's four phases, the analysis of the factors that facilitated the programme renewal in this context reveals that a new model of change management emerges, represented graphically in Figure 1 and described below.

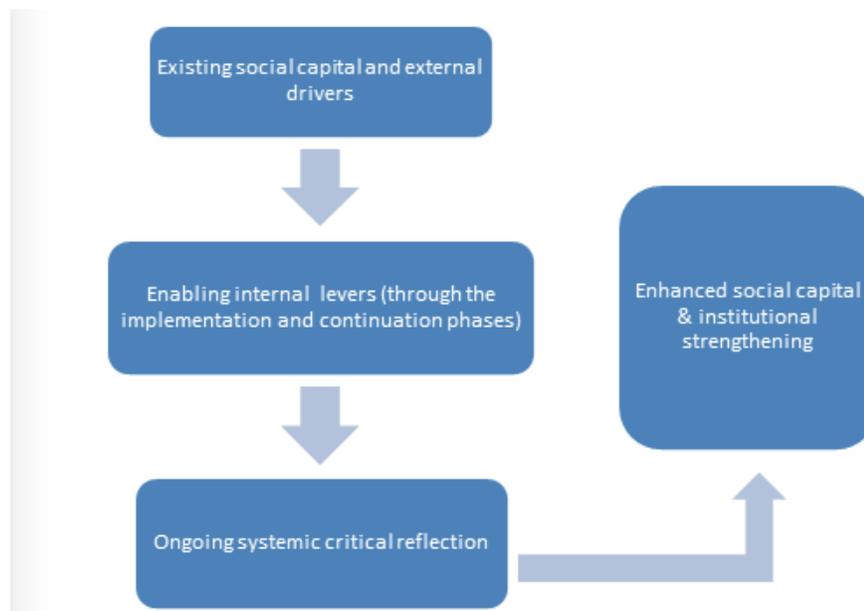


Figure 1: Institutional Change Process (Yamin-Ali, 2016)

The analysis of the experiences of this programme renewal in the context of the facilitating elements has implications for future endeavours and institutional strengthening of the SOE. In other words, there are lessons to be learned. The School does not see itself as a business entity and therefore does not function as clinically as

do most corporate organisations. Whereas staff have the capacity to collect, analyse and use data to make decisions, this has not been a consistent practice in terms of decision-making and marketing. Strategising has been a challenge to the School. It therefore has to channel its efforts into strategically maximising its strengths to be proactive rather than reactive, so that it would not be caught unprepared when new demands are identified. The institution is already poised for strategic functioning in that advocacy from the institution's leadership and stakeholder feedback triggered the initiation phase of this programme renewal.

Practitioners in the field need to be trained to document data as well as to enhance their skills in areas such as team strategy, and management training for their own benefit and that of the institution and of the wider society. Focused training and the time to devote to it would lead to institutional capacity building and perhaps to lowering the stress levels of educators who are called upon to perform management tasks.

Another enabling lever would be a forum or strategy to capture ideas generated by staff on any issue related to the work of the institution relevant to the strategic plans of the SOE. SOE representation on university committees would help to avoid gaps between its work and the expectations of the university, thus minimising time and effort wastage. From a broader perspective, staff should be encouraged to become familiar with systems outside of their region in order to critically appraise their own work and to open their minds toward innovation.

Utilisation of the research output relevant to the Dip. Ed. was a positive experience in this programme renewal. The School would be well advised to continue to conduct research with a strategic purpose. This would form the basis for strategic evidence informed decision making within the School. In order to ensure synergy with the external environment, ongoing dialogue with stakeholders is key.

While this paper presents the factors that were deemed by staff to have facilitated the process of renewal, other research findings presented by Yamin-Ali (2012; 2016) highlight the challenges in the process. Taken as a whole, both sets of findings could be used to inform the way forward in areas such as leadership, human resource management and strategic planning which can all impact institutional functioning. Using these findings to structure a strategic process for planning, the SOE could build social capital through the development of personal and professional strengths, resulting in institutional strengthening as the ultimate outcome.

References

- Aguilar, F. (1967). *Scanning the Business Environment*. New York: Macmillan.
- Auster, E. and Choo, C. (1993). Environmental scanning by Chief Education Officers in two Canadian industries. *Journal of the American Society for Information Science*, 44(4), 194-203.
- Baldrige, J. (1971). *Power and Conflict in the University: Research in the Sociology of Complex Organisations*. New York: J. Wiley.
- Bensimon, E. M. and Neumann, A. (1993). *Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education*. Baltimore, MD: The John Hopkins University Press.
- Bryman, A. (2007). Effective leadership in higher education: A literature review. *Studies in Higher Education*. 32(6), 693-710.
- Buckler, B. (1996) A learning process model to achieve continuous improvement and innovation. *The Learning Organization*, Vol. 3 Iss: 3, 31-39.
- Carter, K. and Halsall, R. (2000). Development projects as a vehicle for managing change in higher education: learning from the journey. *Research in Post-Compulsory Education*, 5(3), 317-348.
- Burgelman, R.A., Maidique, M.A., and Wheelwright, S.C. (1996). *Strategic Management of Technology and Innovation*. Chicago: Irwin Publishing.
- Cervero, R. M., and Wilson, A. L. (1994). *Planning Responsibility for Adult Education: A guide to negotiating power and interests*. San Francisco: Jossey-Bass.
- Cervero, R. M., and Wilson, A. L. (Eds.) (1996). *What Really Matters in Adult Education Program Planning: Lessons in negotiating power and interests*. San Francisco: Jossey-Bass.
- Cohen, A. R., Fetters, M. and Fleischmann, F. (2005) Major Change at Babson College, Curricular and Administrative, Planned and Otherwise. *Advances in Developing Human Resources*. 7 (3), 324-337.
- Cohen, L., Manion, L., and Morrison, K. (2007). *Research Methods in Education*. 6th ed. Oxford: Routledge Falmer.
- Corning, S.P. (2002). Profiling and developing nurse leaders. *Journal of Nursing Administration*. 32, 7, 373-375.
- Fairweather, J. A. (1996). *Faculty Work and Public Trust: Restoring the Value of Teaching and Public Service in American Academic Life*. Boston, MA.: Allyn and Bacon.
- Flynn, M., Dooley, L., O'Sullivan, D. and Cormican, K. (2003). Idea management for organisational innovation. *International Journal of Innovation and Management*, 7(4). 417-442.
- Fullan, M. (1991). *The New Meaning of Educational Change*. London: Cassell.
- Fullan, M. (2006). *Change Theory: A Force for School Improvement*. Seminar Paper No. 157. Victoria: Centre for Strategic Education.
- Fullan, M. (2011). *Choosing the Wrong Drivers for Whole System Reform*. Seminar Paper No. 204. East Melbourne: Centre for Strategic Education.
- Fullan, M., and Stiegelbauer, S. (1991). *The New Meaning of Educational Change*. 2nd ed. New York: Teachers College Press.
- Glaser, B.G. and Strauss, A.L. (1967). *The Discovery of Grounded Theory*. Chicago, IL.: Aldine.
- Greenleaf, R. K. (1998). *Power of Servant Leadership*. San Francisco CA: Berrett-Koehler Publishing Incorporated.
- Hall, G. E. and Hord, S. M. (2015). *Implementing Change: Patterns, Principles, and Potholes*. New Jersey: Pearson Education Inc.

- Hofmeyer, H., Sheingold, B., Klopper, H., and Warland, J. (2015). Leadership in learning and teaching in higher education: Perspectives of academics in non-formal leadership roles. *Contemporary Issues in Education Research – Third Quarter 2015* 8(3)
- Hyun, E. and Oliver, S. L. (2011). Comprehensive curriculum reform in higher education: collaborative engagement of faculty and administrators. *Journal of Case Studies in Education* Vol. 2. 1-20.
- Jones, E. A. (2002). Transforming the Curriculum: Preparing students for a changing world. *ASHE-ERIC Higher Education Report*, 29 (3). San Francisco: Jossey-Bass.
- Kao, J. (1989). *Entrepreneurship, Creativity and Organisation*. New Jersey: Prentice Hall.
- Kouzes, J. M. and Posner, B. Z. (1987). *The Leadership Challenge: How to get extraordinary things done in organisations*. San Francisco: Jossey-Bass.
- Lashway, L. (1997). *Leading With Vision*. Eugene, OR: Clearinghouse on Educational Management.
- Lindblom, C. (1959). The Science of Muddling Through. *Public Administration Review*, 19, 155-169.
- Lucas, S. (1999). *The Passionate Organisation*. New York: American Management Association.
- Lucas, A. F. (1994). *Strengthening Departmental Leadership*. San Francisco: Jossey-Bass Inc.
- Majaro, S. (1991). *The Creative Marketer*. Oxford: Butterworth-Heinemann.
- Mortimer, K. P. and Sathre, C. O. (2007) *The Art and Politics of Academic Governance: Relations among boards, presidents, and faculty*. Westport, CT: Praeger Publishers.
- Plant, R. (1995) *Managing Change and Making it Stick*. London: Harper Collins.
- Prosser, S. (2002) Servant Leadership. *Professional Nurse*. 18(4), 238.
- Sadler, P. (1995) Managing Change. *Sunday Times Business Skills*. London: Kogan Page.
- Seymour, D. (1998) Developing academic programs: The climate for innovation. *ASHE-ERIC Higher Education Report No. 3*, Washington, D.C: Association for the Study of Higher Education.
- Spears, L. (1995) *Reflections on Leadership USA*. Indianapolis IN: John Wiley and Sons.
- Stark, J. S. and Lattuca, L. R. (1997) *Shaping the College Curriculum: Academic Plans in Action*. Needham Heights, MA: Allyn and Bacon.
- Stake, R. (1995). *The Art of Case Study Research*. Thousand Oaks, CA: Sage.
- The University of the West Indies (2013). Review of the School of Education, St. Augustine Campus, Trinidad and Tobago. St. Augustine, Trinidad and Tobago: Quality Assurance Unit, University of the West Indies, St. Augustine.
- Tidd, J., Bessant, J. and Pavitt, K. (1997) *Managing Innovation: Integrating Technological, Market and Organizational Change*. Chichester: John Wiley & Sons.
- Tierney, W. (1989) Cultural politics and the curriculum in postsecondary education. In Lattuca L. R. et al. (Eds.), *College and University Curriculum: Developing and Cultivating Programs of Study that Enhance Student Learning* (pp. 25-35). Boston: Pearson Custom Publishing.
- Toma, J.D. (2005) The uses of institutional culture: strengthening identification and building brand equity in higher education. *ASHE-ERIC Higher Education Report* 32(2). San Francisco: Jossey-Bass.
- Ven de Ven, A. H., Angle, H. L., and Poole, M.S. (Eds.) (1989) *Research on the Management of Innovation: The Minnesota Studies*. New York: Harper & Row.
- Walkington, J. (2002) A process for curriculum change in engineering education. *European Journal of Engineering Education*, 27 (2), 133-148.
- Yamin-Ali, J. (2016) Issues and challenges in programme renewal: faculty perspectives. *Caribbean Educational Research Journal*. 4(1), 161-177.

- Yamin-Ali, J. (2012). Teacher Education Programme Development as a Metamorphic Experience'. In Kesner, J.E. (Ed.), *Education: Evaluation, Reform and Policy* (pp. 149-166). Athens: ATINER.
- Yukl, G., Lepsinger, R., & Lucia, T. (1992) Preliminary report on the development and validation of the Influence behavior Questionnaire. In K. Clark, E. Clark & D. P. Campbell (Eds.), *Impact of Leadership* (pp. 417-427). Greensboro, NC: Center for Creative Leadership.